ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001524	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Springfield Public Schools, Springfield, Massachusetts

5. TITLE OF DOCUMENT ABSTRACTED:
A Committee Report Based on Staff Discussions Following a Series of Lectures on Human Relations and the Culturally Deprived

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Springfield Public Schools
ST. Springfield, Mass.
CITY, STATE

9. PUBLISHER OR SOURCE
Springfield Public Schools
Springfield, Massachusetts

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	2/64	28

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

teacher-pupil relationship		teacher role		human relations	
administration role		environment influences		teacher education	
summer school		parent's role		Identifier	ABCD
				Higher Horizons	Project ABLE

17. ABSTRACT (MAX. 250 WORDS)

Success for the culturally disadvantaged is improbable because of several factors - poor self-image, background and values alien to school standards, low aspirations (by middle-class standards), and indifferent parents and/or unstable home conditions.

Some of the programs already established to combat these problems are New York's Higher Horizons, New York State's Project ABLE, and Boston's Action for Boston's Community Development (ABCD Project).

Specific suggestions are offered for developing an awareness of human relations and the culturally disadvantaged. These suggestions are divided into immediate, medial, and long-range. Immediate suggestions involve teacher-pupil relations, publicity materials, and supplies. Medial suggestions involve resource people, supplies, and materials. Long-range suggestions involve parent education, administration, guidance and curriculum.

The committee recommends summer school programs and teacher workshops.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

000649

B27

ED001524

THE PUBLIC SCHOOLS OF SPRINGFIELD
Springfield, Massachusetts

A COMMITTEE REPORT BASED ON STAFF DISCUSSIONS FOLLOWING A SERIES OF LECTURES ON HUMAN RELATIONS AND THE

CULTURALLY DISADVANTAGED

Please Return To: CLEARINGHOUSE
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February, 1964

THE PUBLIC SCHOOLS OF SPRINGFIELD
Springfield, Massachusetts

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Superintendent of Schools

Dr. Alice B. Beal
Deputy Superintendent of Schools

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INTRODUCTION

It has been estimated by some authorities that the national ratio of culturally disadvantaged children in urban areas may be as high as one in three (see survey, Appendix A). Under the current educational programs found in most communities throughout the United States, the likelihood of reasonable academic success, especially in reading, for the culturally disadvantaged is poor. The reasons for this are both numerous and complex. The most significant factors seem to be:

1.) Poor self-image.

2.) An experience background which is alien to the materials, goals, and standards set by many schools.

3.) Low aspirations by middle-class standards.

4.) Values which are usually different from, and sometimes in conflict with, those of the schools.

5.) Indifferent parents (educationally speaking) and/or unstable home conditions.

Many communities and states have initiated special programs and projects in their schools to attempt to develop the children representing this vast human resource into responsible, contributing members of the community. Some programs of special interest in the eastern part of the United States are:

Higher Horizons (New York City) - an effort begun in 1948 to raise the aspirations of culturally disadvantaged children. Accomplished by selecting outstanding teachers, increasing guidance and remedial services, and including in the curriculum experiences of a cultural nature. (One and a half million dollars was spent last year on 53,000 children which amounts to about $35 per child over and above the normal expenditure per child.)

Project ABLE (New York State) - $250,000 in matching funds provided for any communities in New York State interested in initiating special projects with the culturally disadvantaged.

A B C D E Project (Boston) - $874,000 over a three-year period for a project involving about five Boston schools located in culturally depressed areas. The bulk of money to be spent on increased remedial reading service, guidance service, and for the establishment of a pre-kindergarten program.

The Massachusetts Legislature has introduced four bills relating to this area.

House Bill No. 24 - $250,000 in matching funds annually for educational programs for the culturally disadvantaged.

House Bill No.510 - Authorization for state establishment of seminars in educating the culturally disadvantaged. Pay tuition at a private institution.

House Bill No.511 - $500 matching increment for teachers of culturally disadvantaged.

House Bill No.512 - State to provide one-half the additional cost incurred in lowering the pupil-teacher ratio in culturally disadvantaged schools.

COMMITTEE REPORT ON HUMAN RELATIONS

In recognition of the problems inherent in human relations and the culturally disadvantaged, and with the desire for further constructive action, the Springfield School Committee, in 1963, initiated a program of evaluation and study designed to point the way to possible improvement in these areas.

As an initial step, the School Committee made funds available for a series of meetings on Human Relations. These meetings were held for all elementary school teachers, principals, and supervisors during the fall of 1963.

The meetings consisted of lectures by various authorities in this field. The list follows:

Dr. William Kvaraceus, Tufts College, Lincoln Filene Center.

Education of Culturally Deprived Children. Some Implications for Classroom Teachers

Honorable Lee Kozol, Assistant Attorney General, Commonwealth of Massachusetts.

Civil Liberties and Civil Rights--A State Responsibility

Dr. Gertrude Noar, National Director of Education, Anti Defamation League of B'nai B'rith.

Meeting the Emotional Needs of All the Children of All the People

Dr. Edmond Gordon, Educational Chairman, Department of Psychology, Yeshiva University, New York.

Social, Cultural, and Racial Group Status in Adjustment to Public School

Dr. Jean Grambs, University of Maryland.

Teaching Human Relations

At the conclusion of this series, each elementary school had a staff meeting to consider the following questions:

1.) How are the ideas presented by the speakers related to our philosophy?

2.) Within the framework of our philosophy, what specific steps could be taken within your school to implement the speakers' ideas?

There was unanimous agreement that the ideas and suggestions of each speaker were compatible with our existing philosophy. It was agreed that our philosophy is very comprehensive and specific in the area of Human Relations. A copy of the Statement of Philosophy of the Springfield Public School System may be found in Appendix B. Certain items which are particularly relevant have been starred.

There were many suggestions by the faculties of the elementary schools and supervisory staff for improving the social and educational climate of all children, with specific emphasis on children with culturally disadvantaged backgrounds.

Since, by definition, an almost inexhaustible array of human characteristics exists in any situation involving human action, it was not surprising to find a tremendous range and diversity of reports. Thus, some of the suggestions were narrow in scope, others broad; some superficial, and others deep-seated.

Obviously, in the light of the above, it was necessary to reduce the large number of suggestions to manageable proportions, eliminating those that overlapped, and retaining those which, in the unanimous judgement of the committee, were related to the task at hand.

For the purpose of clarity, the suggestions have been categorized according to the probable length of time needed for implementation. Those suggestions grouped under "Immediate" might be put into effect immediately. Those under

"Medial" might take longer. Those under "Long-Range" might require extensive study and planning. The suggestions are further categorized as they relate to certain general topics, such as "Curriculum," "Administration," and "Materials and Supplies."

In most cases, the suggestions have been paraphrased for the purpose of brevity. A conscious effort was made to keep intact the basic thoughts of the original suggestions.

Since this committee does not feel that the merit of any suggestion is necessarily determined by the number of schools making that suggestion, no attempt has been made to show frequency in this report.

After organizing the suggestions as described, teachers and principals were asked to react to them. (See Appendix C.) This was done primarily through staff meetings in the various elementary schools. Using the resultant reports as a basis, the committee made further refinements in the suggestions.

A final step toward the preparation of this report was taken during the February Supervisory Conference. (See Appendix D.)

Suggestions Made by Teachers, Supervisors, and Committee Members

I. IMMEDIATE

A. Teacher-Pupil

1. Give children ideas and experiences promoting better human relationships which they can relate to their homes and practice with other children and adults.

2. See that likenesses and differences between people are understood and are reflected in drawings, paintings, and other art media.

3. Discuss similarities and differences frankly in the classroom. Use words such as Negro, Puerto Rican, and Jewish as one would French, Italian, or German.

4. Be sincere.

5. Be concerned about the important values such as honesty, integrity, sincerity, and fairness.

6. Evaluate and recognize your attitudes and prejudices in order that you may be objective in your classroom.

7. Develop a sincere appreciation of the values and contributions of minority groups.

8. Be well read on the current problems of our culture.

9. Recognize that children from culturally disadvantaged areas have had few experiences preparing them for our existing educational patterns.

10. Help culturally disadvantaged Negroes to develop pride in themselves as individuals, as Negroes, and as Americans.

11. Study in great depth and use with greater frequency the contributions of famous people from minority groups, specifically the Negro.

12. Point out successful alumni of the school to improve children's self-images and to raise their aspirations.

13. Use games, art work, discussion, and observation, in addition to test results, in evaluating ability.

14. Give the culturally disadvantaged child the feeling that you care about him and expect him to do well.

15. Recognize that children must experience success if they are to develop wholesomely. This is especially important in the primary grades.

16. Show displeasure with the action, not the child.

17. Accept the fact that the school may have contributed to a child's problems and seek ways to overcome them.

18. Broaden your contacts with other cultural groups.

19. Listen to children.

20. Look for the subtle clues in children's actions, reactions, and mannerisms in order to understand them and their problems.

21. Recognize that culturally disadvantaged children are building on their own culture.

22. Plan inter-school activities such as square dancing, and share culminating activities.

23. Develop pride in the physical aspects of your school.

B. Publicity

1. Work for better communication between home and school. Make greater use of radio, television, and newspapers.

2. Write to the parents inviting them to visit the school.

C. Display

1. Show pictures on the bulletin board of children and adults of many ethnic groups.

2. Show interaction of all racial and cultural groups pictorially.

3. Display pictures of successful people from all racial groups.

D. Materials and Supplies

1. Use materials which present a true picture of the world in which our children live, showing all levels of society.

2. Inform publishing companies that we need more material which includes minority groups.

3. Supply teachers with previews of pertinent T.V. programs in order that these programs can be incorporated into the current classroom activities.

E. Resource People

1. Invite people who are successful in a variety of areas and who represent various ethnic groups to speak at P.T.A. meetings.

2. Inspire culturally disadvantaged children by having them meet successful people who have had culturally disadvantaged backgrounds.

F. Parent Education

1. Encourage parents to raise the aspirational levels of their children.
2. Work harder to establish a climate of teamwork between home and school.
3. Educate parents to instill values such as honesty and integrity in pre-school-age child.
4. Guide parents to promote and develop in their children a respect and desire for education.

G. Administration

1. Continue our individual marking system.
2. Consider the possibility of some teachers in the primary grades keeping their classes more than one year.
3. Provide mechanics for distributing among teachers significant literature concerning culturally disadvantaged children.

II. MEDIAL

A. Publicity

1. Use the Springfield School News to emphasize contributions of minority groups.
2. Make public continually aware that money is being expended equitably among schools.

B. Materials and Supplies

1. Supply teachers with audio-visual material which will help in developing better human relations and in stimulating group discussions on this subject.
2. Provide readers and texts, such as the new Ginn Social Studies Series, which show pictures of people of all races.
3. Request the Audio-Visual Department to order audio-visual aids depicting the life, activities, and contributions of a variety of ethnic groups.
4. Make sure that recommended pictures and life stories of famous Negroes and of other ethnic groups are easily available in each building.
5. Purchase children's magazines for curricular and enrichment use.
6. Use acceptable dolls of different races in kindergarten as part of the work-play equipment.

7. Consider subscriptions to publications devoted to various cultural groups.

8. Furnish diagnostic material which will help develop a good climate regarding ethnic and cultural groups.

C. Resource People

1. Develop a reference file on resource people from different ethnic backgrounds, who could speak to children or adults.

2. Keep this file in each building.

D. Parent Education

1. Re-educate parents with help from successful middle-class Negroes through P.T.A. and adult education programs.

2. Offer basic elementary courses in evening school to retrain, educate, and help raise aspirations of parents. Try to eliminate or reduce fee.

3. Devote more time in P.T.A. to building understanding among cultures.

4. Provide parents with suitable material at least one year before their children enter school to help them better prepare their children and thus increase their chances of success.

5. Help parents know how to help their children with school work.

E. Administration

1. Reduce pupil-teacher ratio especially in the primary grades in areas with high concentration of culturally disadvantaged children.

2. Study the feasibility of establishing some plan to give all teachers an opportunity to work in different schools with children of all types of backgrounds.

3. Assign Negro teachers to each city school.

4. Organize special in-service meetings and discussions on the following:

   a. The development of a recommended bibliography
   b. Human relations
   c. Backgrounds of various cultural groups, including the culturally disadvantaged
   d. Various diagnostic and remedial techniques in human relations which may be used in the classroom
   e. How to discuss racial issues with children
   f. Developing realistic goals for culturally disadvantaged children.

5. Make school, rooms, and grounds more attractive, particularly in the case of older schools.

6. Give underpriviledged children school suppies to use at home.

7. Provide more help for children with language problems.

8. Provide adequate physical education facilities.

9. Provide each school with selected books and bibliography on human relations.

10. Inform colleges of our feeling that teachers should have training in human relations and be given a knowledge of other cultural groups.

11. Provide opportunity for instrumental practice after school with music instructors as supervisors.

12. Purchase My Weekly Readers or similar material from school funds for all children who cannot afford them so that each child may have a copy to take home after he has used it in school.

13. Provide funds to furnish transportation for the after-school swim program.

14. Institute a cultural exchange program between Springfield, Puerto Rico, and various sections within the United States.

15. Provide facilities and supervision for children to study after school.

16. Establish a school assembly with Grades 4-6 so that a variety of topics may be discussed and worked out together.

17. Develop adequate school libraries.

18. Establish a summer school program for non-English-speaking children.

II. LONG-RANGE

A. Parent Education

1. Work with the Springfield Housing Authority and other community organizations through a system of Unit Supervisors to develop an attitude of parental responsibility for children's behavior.

2. Expand number of School Adjustment Counselors, and use them more effectively.

3. Organize small groups with different backgrounds to help individuals in their homes. ("Home Peace Corps")

B. Administration

1. Experiment further with ungraded classrooms to eliminate stigma attached to certain types of grouping.

2. Provide a pre-kindergarten school program for areas with culturally disadvantaged children.

3. Provide a post-kindergarten school program especially for areas with culturally disadvantaged children.

4. Provide additional basic band and orchestra instruments (also tonette when needed) for school loan.

5. Increase helping teacher service in those schools which have a large concentration of disadvantaged children.

6. Organize summer school classes to accommodate more disadvantaged children. (See Appendix E)

7. Organize, under school department auspices, Saturday morning groups to do reading skills work or to foster appreciation, through story-telling, dramatizations, movies.

8. Provide each school with adequate clerical help.

9. Provide free Saturday morning supervised excursion trips to places of cultural interest in and near Springfield.

10. Arrange T.V. programs over local stations, geared to the culturally disadvantaged child.

11. Provide busses for schools where money for field trips is a problem.

12. Provide each large school with a full-time nurse.

13. Provide small classes for non-mentally retarded children whose achievement is very low. This program would not include children whose underachievement is primarily a function of emotional disturbance.

14. Provide means for administrators and/or teachers to visit areas from which large blocks of culturally disadvantaged children come, such as Puerto Rico and the deep South.

C. Guidance

1. Provide for more professional assistance in counseling, especially in lower socio-economic areas.

2. Broaden the services in the field of guidance.

D. Curriculum

1. Include Negro contributions and those of other ethnic groups in all areas of the curriculum.

2. Study and include other races in our community as a part of "Other Communities" study, in second and third grades.

3. Develop units showing the contributions of various ethnic groups.

4. Expand the field trip section of the current social studies curriculum guide to include trips to a variety of sections of the city to teach children where and how other people in Springfield live.

RECOMMENDATIONS

Springfield Public Schools have long been concerned with meeting the needs of each child as an individual whether those needs be emotional, social, or academic. Services, materials, equipment, curricula, and personnel have been provided to promote the optimum growth of each child. The Springfield schools have received national recognition for their constructive efforts in the area of human relations.

After considering the variety and scope of the suggestions by the staff of the Springfield Public Schools, and surveying the literature on human relations and the culturally disadvantaged child, this committee feels that further constructive action can be taken in Springfield schools. (Appendix F lists selected references which this committee found to be useful.) This committee also feels that provision of equal educational opportunities for all, necessitates special additional allocations of money, personnel, and services, such as is currently being done for children with intellectual, academic, physical, and emotional handicaps.

This committee submits the following specific suggestions to be considered for implementation:

Development of Awareness and Background

1.) Establish a committee of teachers, supervisors, and principals to plan in-service meetings for the entire teaching and supervisory staff on the following topics:
   a.) Improving human relations.
   b.) Studying backgrounds of various cultural groups including the culturally disadvantaged.
   c.) Examining various diagnostic and remedial techniques in human relations which may be used in the classroom.
   d.) Explaining how to discuss racial issues with children.

e.) Developing realistic goals for culturally disadvantaged children.

2.) Preparing a reference file on resource people with various ethnic backgrounds who could speak to children and adults.

3.) Include in the professional library in each elementary and secondary school, The Culturally Deprived Child, by Frank Reissman, and Slums and Suburbs, by James B. Conant. In addition, provide each elementary school with a copy of "Inter-Group Relations" by the University of the State of New York and the State Education Department.

Personnel

1.) Increase the number of specialists in the area of reading in those schools with large numbers of culturally disadvantaged children. The number and type of personnel may be determined cooperatively with the Director of Reading.

2.) Provide additional guidance personnel for these schools. The quantity and type of service may be determined cooperatively with the Director of the Bureau of Pupil Services, the counselors, and the principals of the schools involved.

3.) Increase the number of school nurses in these schools.

4.) Establish the position of "Resource Teacher" for each of these schools. This teacher's responsibility would be to teach several subjects in several different classrooms within a school in order to give the children additional teacher attention and instruction. This might be especially necessary if there is inadequate physical space to reduce the pupil-teacher ratio.

Organization

1.) Consider establishing pilot programs of pre-kindergarten and post-kindergarten groups to determine the effects on children's school achievement.

2.) Consider initiating an ungraded primary program on a limited scale to determine the advantages and/or disadvantages of this type of organization.

3.) Consider implementing the suggestions submitted by the committee on elementary school summer programs.

4.) Develop adequate school libraries with a well-balanced selection of books on Negroes and other ethnic groups.

Curriculum

1.) Re-examine our curricula and make recommendations for realistic adjustment to meet more adequately the needs of culturally disadvantaged children. This could be accomplished through committees of teachers, principals, and supervisors who have special knowledge regarding these children.

2.) Revise the social studies curriculum to include specific contributions of Negroes and various other ethnic groups and to provide adequate help for teaching Human Relations.

3.) Arrange and provide free Saturday morning trips to places of cultural interest to build cultural knowledge and adequate experience backgrounds for disadvantaged children.

Parent Education

1.) Devise better ways of interesting and educating parents in techniques of helping their children. See items 2 and 4 on page 7 for two specific suggestions.

2.) Offer basic elementary courses in evening school to retrain, educate, and help raise aspirations of parents. Try to eliminate or reduce fees.

3.) Provide parents with suitable material, at least one year before their children enter school, to help them better prepare their children and thus increase their chances of success.

4.) Request the P.T.A. Council of Greater Springfield to establish study groups on human relations and the culturally disadvantaged.

Appendix A

ESTIMATED NUMBER OF CULTURALLY DISADVANTAGED ELEMENTARY SCHOOL CHILDREN IN SPRINGFIELD

This information was supplied by the elementary school principals in October, 1963:

Number of Culturally Disadvantaged Children in Elementary Grades	5,456
Total Enrolment in Elementary Grades	19,376

Appendix B

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

April 22, 1948

Statement of the Philosophy of the Springfield Public School System

I. American Society Is a Developing Democracy.

Our country is a developing democracy made up of a variety of individuals, groups, and communities. Our schools have affected the development of this democracy and reflected its needs.

Consequently, the fundamental ideals by which we, as citizens in a democratic society, try to live, must determine the goals of our school program. These ideals include:

* A. Democracy recognizes the worth of the individual.

* B. The nature of individuals and the quality of their achievements are evaluated relatively, often on a personal basis.

* C. Certain fundamental rights of individual citizens are safeguarded in law.

D. The successful practice of democratic processes depends upon the manner in which individuals understand, accept, and discharge their responsibilities as leaders or followers.

E. Social authority resides with the people; specific social controls are developed by representatives chosen by the people and responsible to them, and by unwritten customs and usages.

F. Zealous concern for discovering, understanding, and using the truth is an indispensable factor in social progress. Freedom of inquiry and discussion, accompanied by critical thought, are vital to application of truth.

G. The changing characteristics of contemporary life present a continuing challenge.

* H. Social responsibility accompanies economic advancement of the individual.

II. The Aims of Education Must Be Consistent with the Democratic Ideals of Our Society.

We seek at all times to keep the aims and procedures of our educational program consistent with the basic democratic ideals of our people.

In this process, we accept two major responsibilities:

* A. To help develop each individual so that he may have a happy, well-adjusted, and productive personal life.

B. To recognize the need for retaining and improving our ways of governing our society and utilizing to the fullest the capacities of the schools in meeting this need.

The Springfield Public Schools, therefore, subscribe to the following related goals:

1. To help each individual grow and develop in the best possible ways.

   a. To acquire such skills, understandings, interests, and habits, as will enable him to read, write, speak and otherwise use the symbols of communication with as great facility as possible.

   b. To help him know his health and recreational needs and care for them effectively.

   c. To help him acquire the special knowledges, skills, and habits he needs to become a valued and intelligent producer and consumer of goods and services.

   d. To help him to recognize and appreciate beauty in nature, art, music, writing, and construction.

   e. To develop an appreciation of the dignity of work.

   * f. To give him understandings of, and practice in, desirable human relationships.

   * g. To help him to think clearly and to act courageously to achieve those deep spiritual and emotional values basic to all fruitful living.

* 2. To help each individual cultivate wholesome social relationships.

   A happy, well-adjusted life for the individual is realized only when he sets a high value upon human relationships; lives, works, and plays with others in sincere enjoyment; appreciates the significance of the family for the individual and society; participates actively and effectively in his own family life.

3. To help each individual become a contributing member of the local, state, national, and world communities, through:

   * a. Learning to understand social conditions, customs, and trends.

   b. Sharing the responsibility for recognizing and changing unsatisfactory conditions.

   * c. Developing attitudes of critical judgment and respect for the opinions of other persons.

   d. Observing laws respecting persons and property.

e. Accepting civic duties as a part of his loyalty to democratic ideals and principles of action.

f. Understanding the importance of conserving natural and human resources.

g. Realizing the importance of utilizing the contributions of science for the well-being of mankind.

h. Understanding the social values of work.

i. Learning to be a successful producer in his chosen vocation.

j. Planning the economics of his own life so that he may be an informed and skillful buyer of goods and services.

III. The School Environment and Program.

The school is the agency established by society for the fundamental purpose of providing appropriate educational experience for every individual capable of benefiting from it.

The achievement of the social purposes of education depends upon the extent to which the school functions as a democracy. Each teacher should be an expert guide for individuals and a skillful leader of group life. The school environment, because of its effect upon the processes of living and learning, should be vital, stimulating and pleasant.

An adequate school program is based upon understanding of human needs and how people learn to meet these needs. Knowledge of the growth processes through which the individual matures physically, mentally, socially, and emotionally is the basis for planning the Springfield Educational Program.

Two major factors control the development of our educational program:

* 1. The ability of the professional staff in planning and executing the programs.

* 2. The understanding and willingness of the community to finance all phases of the program including proper facilities, equipment, and remuneration for professional workers.

IV. Evaluation

A continuing evaluation of the Springfield program in the light of accepted aims is essential to consistent growth and effectiveness. The program should be constantly studied and interpreted to determine its affectiveness in order that plans for improvement can be intelligently formulated and put into practice. Important considerations in evaluations are:

A. To help the student:

* 1. Estimate his own progress in skills, abilities, informational growth, and in human relationships.

2. Understand the possibilities of continued growth in general areas of learning and in his own specific areas of abilities.

3. Appreciate his growing responsibility as a citizen of our community.

B. To help the parents and the community:

1. Understand and participate in the educational program.

2. Develop a willingness to help in the improvement of the total school program.

3. Weigh the worth of materials and services in terms of established educational values.

4. Willingly provide the schools with adequate support through an appreciation of the worth of educational offerings.

C. To help the professional staff:

1. Initiate, develop, and execute educational improvements which will further the educational opportunities of each child and all children.

2. Use skillfully objective and subjective means of evaluating skills, information, abilities, and social growth.

3. Determine whether the business management of the school system is returning honest value for each taxpayer's dollar, and whether the business management is furthering desirable and adequate education.

4. Develop careful appraisals of the effectiveness of the schools in guiding the individual's development as a constructive community citizen.

Leo Gans
Chairman

Appendix C

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

January 8, 1964

63-64-M-110

HUMAN RELATIONS

Elementary School Principals and Teachers

The enclosed report represents a collation of suggestions from teachers, emanating from staff meetings, following the series of lectures on Human Relations. Included also are suggestions from supervisors and members of the committee responsible for this report.

For the purpose of clarity, an attempt has been made to group the suggestions of teachers, principals, and supervisors as they relate to certain general topics, such as "Curriculum," "Administration," and "Materials and Supplies." In most cases, the suggestions have been paraphrased for the purpose of brevity. A serious effort was made, however, to keep intact the basic thoughts of the original suggestions. The suggestions were further categorized under each general topic according to the probable length of time needed for implementation - immediate, medial, and long-range.

Since the committee did not feel that the merit of a suggestion was necessarily determined by the number of schools making it, no attempt was made to show frequency in this report.

The committee requests that this report be discussed by the faculties of each building in order that all personnel will be aware of the scope and variety of the suggestions. It is anticipated that many new ideas will evolve which can be applied in the classroom in the area of Human Relations.

Please forward reactions of your staff to this report, both general and specific, to Mr. Martin, White Street School, by Friday, January 24th. These reactions might include new suggestions, critical analysis of any of the present statements, and any endeavors in the area of Human Relations which you plan to implement in your school.

Human Relations Committee

Stanley C. Speer
Rebecca M. Johnson
Theodore H. Levine
Richard G. Martin, Chairman

Approved:
ALICE B. BEAL
Deputy Superintendent

Appendix D

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

WORKSHOP AGENDA (Monday Afternoon Session, February 1?, 1964)

M. Marcus Kiley Junior High School

Group Discussion Chairmen

Group I - Mr. Carleton, Conf. Rm. 2
Group II - Mr. Donahoe, Library
Group III - Miss Sutcliffe, Conf. Rm. 1
Group IV - Mr. Spring, Cafeteria
Group V - Miss Higgins, Teachs' L.
Group VI - Mr. Freme, Teachs' Workrm.

The State defines a "culturally underprivileged" child as a minor who:

1. "Is enrolled or required to be enrolled in any one of the grades one through twelve in the public schools.

2. Is potentially capable of successfully completing a regular educational program leading to graduation from the secondary school in which he is enrolled or required to be enrolled.

3. Is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular program leading to graduation without special efforts on the part of public school authorities, over, above, and, in addition to those involved in providing the regular educational programs, directed to the positive stimulation of his educational and cultural propensities."

It is suggested that these small group discussions be focused on the following questions as they relate to the Springfield Public Schools:

1. Awareness:

   How can we enhance a greater awareness of this problem among our professional teaching staff, parents, and community?

   As Administrators and Supervisors are we complacent in our thinking about a realistic educational program for these children?

   What needs to be done now for these children educationally--and by whom?

   What can we do to understand in a much more realistic sense the culture of the underprivileged?

2. Parents:

   How can we get parents more positively involved in the education of their children?

What can the school do to build stronger ties and understanding with the home?

How can we communicate with these parents our concern for their children in such a way that they will understand?

3. Curriculum:

How can we improve or modify our curriculum to make it as meaningful as possible to these children?

How do such special programs for these children (smaller classes, special services, additional remedial teachers, enrichment trips, etc.) relate to the Springfield Philosophy of Education?

Are there other specific programs that committee can recommend for our "culturally underprivileged" children?

4. Motivation:

What procedures and techniques can we use to motivate our "culturally underprivileged" children?

Appendix E

SUMMER SCHOOL PROGRAMS

Meeting - 1:00 P.M., November 4, 1963

Committee Members

Alice B. Connolly — Stanley E. Kogut

Helen A. O'Connell — Theodore H. Levine

Mary E. Bacon — Eleanor Sutcliffe

Mary H. Stachowicz, Chairman

Recommendations:

1. Continue the present Enrichment Program now going on, during the summer vacation.

2. Experiment with a new Language Arts Program for Culturally Disadvantaged Youngsters during summer vacation.

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SUGGESTED LANGUAGE ARTS PROGRAM FOR CULTURALLY DISADVANTAGED YOUNGSTERS

Time Allotment

Four Week period of daily classes for 2½ hours
Monday - Friday, 9:00 A.M. to 11:30 A.M.

Possibility of 2 programs: one in July and one in August to provide services for more children.

Class Size

Fifteen to eighteen pupils assigned to one teacher. In the pilot program, about 300 children could be enrolled.

Location of Classes

In area schools: Lincoln School serving 10 schools; Sumner Avenue School serving 12 schools, and DeBerry School serving 16 schools.

Criteria to be Studied for Placement of Children in Classes

1. Children must have completed grade 3.

2. Third grade test results of achievement and ability must show that youngster is not working to capacity.

3. Principal and teacher judgment of children needing this help would be most valuable.

4. The daily achievement and emotional needs of the children should be evaluated.

5. Repeaters and children working with the helping teacher should be considered for placement.

Suggested Daily Program

1. Opening of School Day

   All youngsters attending area school will meet in an assembly room to participate as a group in an activity acknowledging the opening of the day.

2. Teaching of Skills

   Youngsters will then be separated into groups of fifteen according to ability for instruction in the skills of language arts such as: reading, phonics, spelling and writing, oral and written communication, and English as a foreign language.

3. Physical Fitness

   All youngsters will be brought together again as a group for participation in physical fitness activities.

4. Enrichment

   Children will be separated into small groups again for an enrichment program connected with language arts. Program would include dramatizations, use of audio-visual aids to supplement classroom teaching, study of good children's literature, and visits to the library.

5. Closing of School Day

   All children will meet again in the assembly room with a program to suitably close the school session.

Appendix F

SELECTED REFERENCES

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Levine, Daniel, City Schools Today: Too Late with Too Little. Phi Delta Kappa, November, 1963.

Riessman, Frank, The Culturally Deprived Child. New York: Harper, 1962.

United States Department of Health, Education and Welfare - Office of Education, Programs for the Educationally Disadvantaged. Bulletin 1963, No. 17-0E3504-4.

University of the State of New York, Inter-Group Relations. State Education Department, New York, 1963.